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Indonesian Students' Nationalism Quality and Its Affecting Factors

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Abstract:

This study aims to identify the quality of the nationalism of students and the factors affecting it. It is a survey and exploration in nature. The method applied is the mixed method of the explanatory sequential type. The data were collected using a questionnaire and through in-depth interviews. The quantitative data were analyzed using the percentage technique and Structural Equation Model (SEM), while the qualitative data were analyzed using the interactive data analysis. The findings show that 62,89% of the students have medium nationalism, 36,25% have high nationalism, and 0,86% have low nationalism. The quality level of students' nationalism depends on the positive and negative information about the life of their nation and country. As to the affecting factors, out of seven factors analyzed, only three factors have significant effects: the organization with a coefficient value of 0,94, parents' job with a coefficient value of 0,63, and parents' education with a coefficient value of 0,59. These three factors have significant effects due to intensive and positive interactions about nation and state, while the other four factors are not. The quality of Indonesian students' nationalism needs to be improved. Most of them have moderate nationalism. Regarding the factors influencing student nationalism, the factors directly related to students have a significant effect.

Keywords: students' nationalism (SN), nationalism quality (NQ), affecting factors (AF).

印尼学生民族主义素质及其影响因素

摘要:

本研究旨在确定学生民族主义的质量及其影响因素。它本质上是一种调查和探索。应用的方法是解释性顺序类型的混合方法。数据是通过问卷调查和深度访谈收集的。定量数据使用百分比技术和结构方程模型（扫描电镜）进行分析，而定性数据使用交互式数据分析进行分析。调查结果显示，62.89%的学生具有中等民族主义，36.25%具有高度民族主义，0.86%具有低民族主义。学生民族主义的质量高低取决于对其民族和国家生活的正面和负面信息。至于影响因素，在分析的七个因素中，只有三个因素有显著影响：系数值为0

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.94的组织, 系数值为0.63的父母工作, 以及系数值为0.63的父母教育0.59。这三个因素由于国家和国家之间的密切和积极的互动而具有显著的影响, 而其他四个因素则没有。印尼学生民族主义素质有待提高。他们中的大多数人有温和的民族主义。在影响学生民族主义的因素中, 与学生直接相关的因素影响显著。

关键词: 学生的民族主义 (SN)、民族主义品质 (NQ)、影响因素 (自动对焦)。

1. Introduction

Nationalism is a basic capital for individuals to keep national unity and sovereignty (Hanum et al., 2020). This is because, in nationalism, there are the power, motivation, and great energy to maintain, defend, and build a nation and country (Dillon & Idham, 2013, p. 78). Without having strong nationalism, one will think and act only for oneself and one's group (Suyanto, 1993, p. 39).

Due to nationalism's importance in maintaining a nation and country integration, nationalism has become one of the nation-building focuses in many countries. In Canada, the federal government tries hard to build the nationalism of its people, which has long been polarized in Quebec-France and Quebec-England blocks. They build their people's nationalism by giving fair treatment through their involvement in the country's development, especially in the economic sector (Rocher, 2002; Beland & Lecours, 2006). In the US, nationalism is one of the main themes taught in the curriculum, particularly after the September 11, 2001 terrorist attack; the inculcation of patriotism is massively done by the federal government (Gray, 2010). They use all kinds of instruments such as policy, education, and mass media to raise the nationalism of the citizens (Gray, 2010). In China, the government inculcated nationalism in the citizens through patriotic education campaigns conducted at history lessons. With the patriotic education campaign, the Chinese people grow very well (Bislev & Li, 2014; Rou-Lan, 2017).

The same is true for Indonesia, where nationalism has grown and developed since Indonesia was colonized by the Dutch (Kulap et al., 2017). The Indonesian people's nationalism at that time emerged as a response to colonialism-imperialism and the dream of the people for freedom (Siswoyo, 2013). That era is considered the utmost nationalism and patriotism value of the Indonesian people because they were willing to sacrifice their possession and lives for the freedom of their nation and country. In the post-colonialism and imperialism era, the inculcation of nationalism value is done through education, especially formal education. The inculcation of nationalism value is done in all levels of education, from elementary to higher education levels.

Lately, however, there has been an indication that the Indonesian people experience degradation of nationalism value. Presumably, the degradation happens in almost all walks of life, including political elites, university students, school pupils, and the grassroots. Its indication is the high rate of corruption (Wikipedia, 2021), arrogant and expressive speaking (Wikanengsih, 2016), brawls, hoaxes, hate speeches, persecution, and

other acts that show the loss of respect, togetherness, and unity among fellow countrymen. The indicators of fading away of the Indonesian people's nationalism are shown in the research by Zayulate et al. (2015) and Litbang Kompas (Tukiran, 2014), which shows that 22,58-34,1% of the Indonesian people have low nationalism. Even 80% of university students in Jakarta perceive their fellow countrymen negatively (Malihah, 2015).

The conditions above are very dangerous for the unity of the nation and the country, let alone that the degradation of nationalism value happens among pre-service teachers because they will first lay the basis of nationalism value on students. Teachers with weak nationalism cannot inculcate strong nationalism in their students. Only the teachers with a good nationalism value will inculcate nationalism value well (Siswoyo, 2013). Based on the description above, this research will identify the quality of university students' nationalism and examine its factors.

2. Method

The research method used is the mixed-method of the sequential explanatory type. Mixed-method research is the study using two research approaches simultaneously. The sequential explanatory strategy collects and analyzes data beginning with the quantitative method, followed by the qualitative method (Creswell, 2009, p. 316). The type of quantitative research applied is a survey, which is used to systematically describe a population's tendencies, behaviors, and opinions through quantitative data (Creswell, 2009, p. 316; Wagiran, 2014, p. 133). In this research, the survey was used to answer the research questions on the quality and the factors affecting nationalism, while the qualitative research explores new knowledge which has never been known before (Wagiran, 2014, p. 136). In this research, the explorative approach was used to study how those factors affect nationalism.

The population of this research is all pre-service teachers of elementary schools in Mataram, Indonesia. The sampling technique used in establishing the sample is the multi-stage cluster random sampling technique (Creswell, 2009, p. 218). This technique was applied through the following steps: determining research clusters (university as a cluster), determining groups in the cluster (grade/semester), and selecting randomly a sample unit that becomes the sample group. The sample unit in this research is class and its students, which is established as the research sample (census block statistics) (Fuller, 2009, p. 208). The sample size used is 38% (582 students) of the research population and

selected from all clusters. The number exceeds the minimal sample, which must be taken at a minimum of 10-20% of the population (Wagiran, 2014, p. 171).

Research informants are some students who become the respondents in the quantitative approach. Informants are selected using the purposive technique, i.e., establishing informants for certain purposes in line with the research aims (Salim, 2006, p. 12). The basis for selecting the informants of this research is the result of the quantitative data analysis and the type of data needed to complete the collected data. The number of informants depends on the data saturation level. When the data are considered saturated, the data collection stops. Based on the above technique, the number of informants in this research is 11.

The instrument of data collection for the survey is a questionnaire. The questionnaire was constructed by the researcher, and it is called the "National Pride Questionnaire." It was constructed with reference to the model developed by Likert (1932, p. 15). This is a close questionnaire consisting of 21 questions. It was used after it was tested for its validity and reliability, and it was stated statistically valid and reliable. In the explorative research, the data were collected through in-depth interviews using an interview guide.

For the survey data, the analysis techniques used are the percentage analysis and Structural Equation Model (SEM) with applying the LISREL 8.80 Program. The percentage analysis was used for analyzing the data on the quality of nationalism. The range of nationalism quality value is in three categories: low, medium, and high. Each category interval was determined using the interval formula (Hadi, 2015, p. 12). The SEM was used for analyzing the data on the factors affecting nationalism. The advantage of using SEM is that it can measure complex variables simultaneously (Ghozali, 2014, p. 3). The interactive model was used to analyze the depth interview data.

3. Findings

3.1. Quality of SN

The research data show that the respondents' lowest score is 33, and their highest score is 84. Based on the data and the interval formula above, the interval is 17. Therefore the score interval of each category can be illustrated in the following table.

Table 1. Category and score interval of nationalism

No	Category	Score Interval
1	Low	33-49
2	Medium	50-66
3	High	67-84

Based on the score interval and percentage formula, the condition of the SN is as shown in the graph below.

Table 2. Quality of SN

No	Category	Amount	%
1	Low	5	1
2	Medium	366	63

3	High	211	36
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The contribution of each indicator to NQ can be seen in the table below.

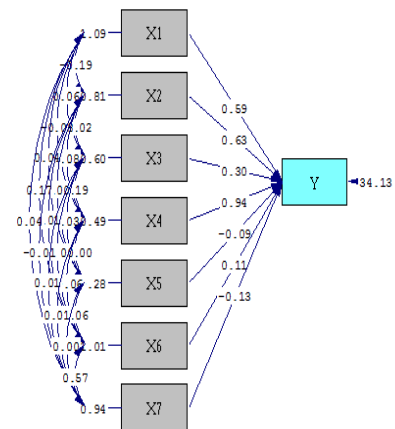
Table 3. Contribution of indicators to NQ

No	Indicators	Score	Category
1	Pride in culture	3.5	High
2	Pride in national history	2.8	Medium
3	Pride in economy	3.0	Medium
4	Pride in democracy system	3.1	High
5	Pride in public service	2.5	Medium
6	Pride in national security defense	3.2	High

The table above shows that the nationalism indicators that contribute the least to SN's quality are 'pride in public service, national history, and economy.'

3.2. Factors Affecting SN

In this research, there are seven theoretical factors under analysis, including parents' education (X1), parents' job (X2), cultural background (X3), organization (X4), religious group (X5), social media (X6), and educational background (X7). Those factors were measured to determine the significant AF and the magnitude of the effect on SN. The AF and the magnitude of each effect are shown in the path diagram below.



Chi-Square=0.00, df=0, P-value=1.00000, RMSEA=0.000

Figure 1. Factors affecting students' nationalism

The path diagram above shows that the magnitude of the effect of each factor is: organization (X4) = 0,94, parents' job (X2) = 0,63, parents' education (X1) = 0,59, cultural background (X3) = 0,30, student educational background (X7) = 0,13, social media (X6) = 0,11, and religious group (X5) = 0,09. The magnitude of all of the factors under analysis is $R^2 = 0,38$. The result of the path analysis above shows that the model of the effect of exogen variable on the indogen variable is very good, containing very few mistakes, and the factor measured has only direct effect on nationalism. This is known from the value of *chi-square* = 0,00, *degree of freedom* (df) = 0, probability value (P-value) = 1, 00000 and *Root Mean Square Error of Approximation* (RMSEA) = 0,000.

The significance level of the effect of exogen variables on endogen variables can be seen in the *t*

values. If the t value is higher than the t table, the effect is significant, but if the t value is lower than the t table, the effect is not significant. The t table in this research is 2,262 at the significance level of 5%. The t value of the exogen variables or the AF can be seen in the path diagram below.

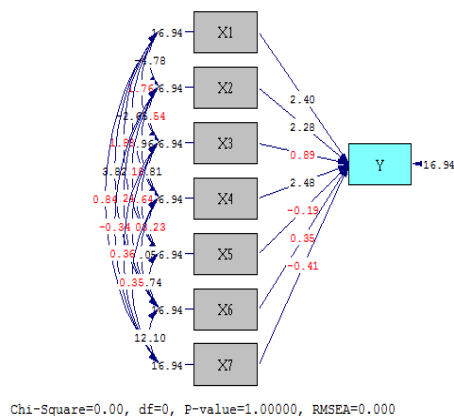


Figure 2. Significance levels of the effects of exogen variables on endogen variables

The path diagram above shows that three out of seven measured factors have a significant effect on SN. Those factors are an organization (X4) with the correlation coefficient of 2,48, parents' education (X1) with the correlation coefficient of 2,40, and parents' job (X2) with the correlation coefficient of 2,28. Those factors significantly affect SN in different ways.

4. Discussion

4.1. Quality of SN

The research findings on the quality of SN show that 366 (62,89%) respondents have medium nationalism, 211 (36,25%) respondents have high nationalism, and 5 (0,86%) respondents have low nationalism. As illustrated by the linear line in Figure 1, the trend of SN development shows a progressive increase in the number of individuals from low-quality nationalism to medium- and high-quality nationalism. The data assure that the quality of the nationalism of pre-service teachers of elementary schools in Mataram is in good condition and progressive. Besides, this research shows that the quality of the nationalism of the students who become the informants in this research is different from the quality of the nationalism of the Indonesian people, especially university students like the findings of the research by Zayulate et al. (2015) and Malihah (2015) which show that the nationalism condition is not very good. Therefore, the findings of this research show improvement in the quality of the nationalism of the Indonesian people, especially the university students.

The condition of SN can grow and develop better if there is improvement in some life aspects, which prove to contribute the least to the quality of SN. The aspects meant here are the public service (law, education, health), national history, especially the one related to utilizing independence, and economy. Those three

aspects are the indicators that achieved the lowest scores in this research and caused SN to be more in the medium category. Therefore, if those aspects are improved, the NQ of the students in particular and the Indonesian people in general will be much better.

Belief is based on the research conducted in some countries, including Canada and China, showing that improving the aspects mentioned above greatly impacts their citizens' nationalism. In Canada, improvement in the economy and equal treatment of all ethnic groups shift nationalism from ethnic-based to territory-based (Rocher, 2002). Concerning improvement in the economic aspect in the Quebec community in particular, Beland and Lecours (2006) state that it results in the shift of the community nationalism from conservative to modern. Similarly, in China, the remarkable growth in the economy results in the high nationalism of Chinese youngsters (Rou-Lan, 2017). In addition, belief in the importance of improvement in economic sectors, public service, and national history to improve the quality of SN and Indonesian people is based on public opinions held so far that the condition of one's nationalism is determined by the success in economy, national history, culture, and democracy (Risprawati et al., 2020).

4.2. Factors Affecting SN

The result of the scrutiny shows that out of seven factors scrutinized, only three factors have significant effects on nationalism, i.e., organization, parents' education, and parents' job. The research findings say that social media, educational background, cultural background, and religious group do not significantly affect one's nationalism, contradicting the findings of the research by Risprawati and Sumardi (2020), Hanum et al. (2021), who found that educational background, social media, and cultural background are the most influential factors of one's nationalism. Besides, the findings of this research contradict public opinions that media have a big effect on one's life.

The contradiction between these, previous research findings, and public opinions can be described from the way the factors affect nationalism as follows:

The first most influential SN factor is the student organization. This factor has a path coefficient of 0,94 and a correlation coefficient of 2,48. This finding is in line with the opinion put forward by Nucci and Narvaez (2008, p. 131). They report that a student organization in school contributes to the formulation of students' attitudes and morality.

The significant effect of the organization on SN is very reasonable because, based on the research findings, the nationalism value inculcation is very intensive. Growing and developing nationalism in organizations is done through two approaches: developing the knowledge of nationalism and developing the sense of nationalism. Developing the knowledge of nationalism is done through discussions and training. The research finding shows that discussion activities held by organizations are very intensive,

conducted 1–2 times a week with positive and constructive themes. In this way, the students' knowledge of nationalism is abundant, and their attitude toward nationalism becomes more positive with the knowledge. This is in line with the opinion put forward by Kohlberg (1995, p. 27) that one's behavior is determined by knowledge and the people who act and behave following what they know. Developing a nationalism attitude is done through real actions, both programmed and accidental. Real programs can develop one's sense of nationalism because real programs done by students will affect their attitude and behavior (Dewey, 1938, p. 26).

The second most influential SN factor is parents' education. This factor has a path coefficient of 0,56 and a correlation coefficient of 2,40. The path coefficient value shows that the higher the parents' education, the bigger its effect on nationalism. Therefore, parents' education significantly affects their child's nationalism. This finding is supported by previous findings, which show that parents' education affects children. Shoukat et al. (2013) reported a positive and significant effect of parents' education on children's learning achievement or academic performance. That is why parents' education has been considered one of the important instruments for improving students' academic performance.

The way parents' education factor affects child nationalism is different from that of organization factor. This research finding shows that parents' education affects their children's nationalism in two ways: through communication to inculcate the values of perseverance, optimism, and struggle, and through modeling shown by parents. Viola and Daniel (2019) call the two ways the interaction and role model. All parents with different levels of education use the same way to inculcate nationalism value in their children. Therefore, the inculcation of nationalism values is done by internalizing values and good examples rather than transforming knowledge of nationalism. Through those two ways, the students get the meaning, interpret it, and then form their sense of nationalism (Jones, 2003, p. 142).

The third most influential SN factor is parents' job. This factor has a path coefficient of 0,63 and a correlation coefficient of 2,28. The effect of parents' jobs on their children is shown not only by this research. Previous research also shows the same finding, for instance, that by Davis-Kean (2005), Shah and Anwar (2014), who found that parents' jobs have significant effects on students' performance. Viola and Daniel (2019) found that parents' job affects their children's career development. All of those research findings logically and empirically show that parents' job affects their children, including their nationalism.

Parents' job affects their children's nationalism through their interaction and parents' role models (Viola & Daniel, 2019). The meanings in language symbols and the behavior in the interaction process are interpreted and internalized by the children and, at a certain time, are used to respond to emerging stimuli.

The discussion of the three AFs above shows that the more frequent the students' activities in organizations, the better the quality of their nationalism. The better the job and the higher parents' education, the better their children's nationalism quality. As mentioned above, the effects of organization, parents' education, and parents' job, in the perspectives of the symbolic interactionism theory, happen because of the high interaction and positive interpretation resulting from it (Jones, 2003, p. 142). The research shows that the interaction in the organization and between parents and their children is intensive. The value and sense of student nationalism are formed in the interaction. The message communicated in the interaction is more positive and constructive, which can grow and develop a sense of nationalism. That is why those three factors have significant effects on nationalism. On the contrary, the other four factors do not have significant effects because of the low interaction containing message and nationalism values in those factors.

5. Conclusion

The quality of the SN in Mataram is in good condition, grows and develops progressively. The condition of nationalism is affected by the organization, parents' education, and parents' jobs through direct and indirect interaction in everyday life. Through the interaction, nationalism knowledge, values, and attitude are transformed positively and intensively. To improve and maintain the citizens' nationalism quality, the government must create a fair nation and country life condition because it will affect their nationalism very much. Further research is needed to find an accurate model to develop student nationalism.

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